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ABSTRACT

This student career guide is designed to assist mildly mentally disabled secondary students to examine personal characteristics and to relate these to various work placements. Following a brief overview of the guide (section 1), section II contains four feedback activities designed to allow students to explore their preferences in work situations and to compare the on-site experience with presite activities and academic work. There is a chart for relating school subjects and occupations through worker trait groups, a work activity checklist, a work situation checklist, and an aptitudes assessment exercise. Section III explores sixteen values in relation to the world of work. Provided are two exercises, one to be completed during orientation and the other while at a site placement. Section IV is composed of twelve experience-site placement activities dealing with types of businesses, preferences for ideas, people, or things, physical conditions, finding work, adaptive skills, physical demands, education and training, occupational mobility, work benefits, labor unions, and sex roles. A site-placement log is also provided to record the results of the activities. Section IV provides ongoing summary activities to be completed after each site placement and an end-of-the-year assessment. (Other guides within the program are Formative Evaluation Plan [CE 019 716], Experience Site Learning Guides [CE 019 717], Student Program Guide [CE 019 718], Resource Person's Guide [CE 019 719], and Learning Coordinator Guide [CE 019 720]. A description of the project that produced these materials is available in the final report [CE 019 710].) (JH)

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EXPERIENCE BASED CAREER EDUCATION FOR MILDLY MENTALLY DISABLED

STUDENT CAREER GUIDE

Disseminated with the support and research funds of:

CONDUCTOR OF EXEMPLARY GRANTS
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

Dr. Carl H. Larson, Project Director

1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Iowa Central Community College in Merged Area V was the recipient of a Part D Vocational Education Grant to develop, establish, and operate model vocational education programs utilizing the Experience Based Career Education project (Appalachia Educational Laboratory model) in Fiscal Year 1977. Fifty-eight students from fourteen cooperating secondary schools were enrolled in January, 1977, to pilot the EBCE project.

An exemplary project to analyze the potential and demonstrate components of an experience-based career education (EBCE) model in meeting the career education needs of mildly mentally disabled adolescents in secondary schools was initiated in March, 1977. The purpose of that effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled adolescents with Humboldt Community School District selected as the dissemination center. The project included establishing procedures, editing and re-writing component parts, developing experience sites, in-service training, implementation and evaluation of the component parts.

Project Director, Dr. Carl H. Larson, in cooperation with the Special Education and Career Education Divisions of the State Department of Public Instruction initiated a master project: State Strategy for Dissemination of EBCE-MD Curriculum Materials.

From 1978 to 1981, the EBCE-MD project, training, and materials will be presented to all fifteen Area Education Agencies of Iowa. A framework will be established so that a pilot project can be established in at least one community in each of the fifteen AEA's. Instructional personnel of each AEA will be trained to continue the project on their own.

EBCE-MD involves experiential learning...student exploration of math, English, personal/social skills, and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

The publication which follows was developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. The guidelines and instructional materials herein are provided to assist local school personnel interested in initiating programs, services, and activities for their students.

ACKNOWLEDGEMENTS

This guide is an adaptation of the Student Career Guide produced by the Experiential Education Division of the Appalachia Educational Laboratory (AEL) in Charleston, West Virginia. It also includes some materials adapted from the Laboratory's Career Guidance Division. The guide is one of the two basic student documents used in the Experience-Based Career Education (EBCE) program which was piloted for the mildly mentally disabled in Humboldt, Eagle Grove, Storm Lake, and Pocahontas. The Learning Coordinators who field tested this material and are greatly responsible for the suggested revisions in this 1978 edition are Larry Zwemke and Sherri Forbes.

Iowa Central Community College gratefully acknowledges the cooperation from Arrowhead AEA 5 in Fort Dodge, Iowa. Special Education Division of AEA 5 assigned Marvin Lewis, the Supervisor of Work Experience Programs, and Sherri Forbes, the Trainer and Technical Assistant, to the EBCE-MD project for three years of direction. Sherri worked with the following people for the University of Missouri on much of the revised copy:

- Dr. Donn Brolin, Associate Professor, Counseling and Personnel Services
- Pam Mauch, Graduate Research Assistant and Writing Coordinator
- JoAnn Schoepke, Graduate Research Assistant

Special thanks to Dr. Carl H. Larson, Iowa Central Community College, and Dr. Jack Sanders, Appalachia Educational Laboratory, whose efforts made this revision a reality. With cooperation from the Department of Public Instruction and their Mental Disabilities Consultant, Merry Maitre, the information contained herein is consistent with the Career Education Plan for the State of Iowa.

Acknowledgements for the typing of this document are extended to: Gene Conley, Robert McDaniels was responsible for many of the charts and tables in this document. Dan Fowler of AEA 5 provided this revised edition printing.

STUDENT CAREER GUIDE

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SECTION I

INTRODUCTION

Student's Overview

The Student Career Guide will help you to compare your needs and interests, discovered through use of Student Program Guide, to on-site experiences.

Feedback activities will provide you and your Learning Coordinator (LC) with a way to compare pre-site activities to on-site measures of the same activities.

You will learn about your values in relationship to the world of work. You will learn what you like and do not like about a variety of job characteristics.

By doing twelve activities based on your experience site placements, you will discover more about what you like and do not like about your jobs. These activities will help you decide what is important to you in a career in the future. Your Resource Person and Learning Coordinator will help.

Finally, you will evaluate your Experience Site placements with the help of your LC. This will give you more information of which jobs will interest you in the future.

An EBCE-MD Program Process Flow Chart follows on page 3. Your Learning Coordinator will guide you through the flow chart in order for you to understand the entire process.

I. ORIENTATION

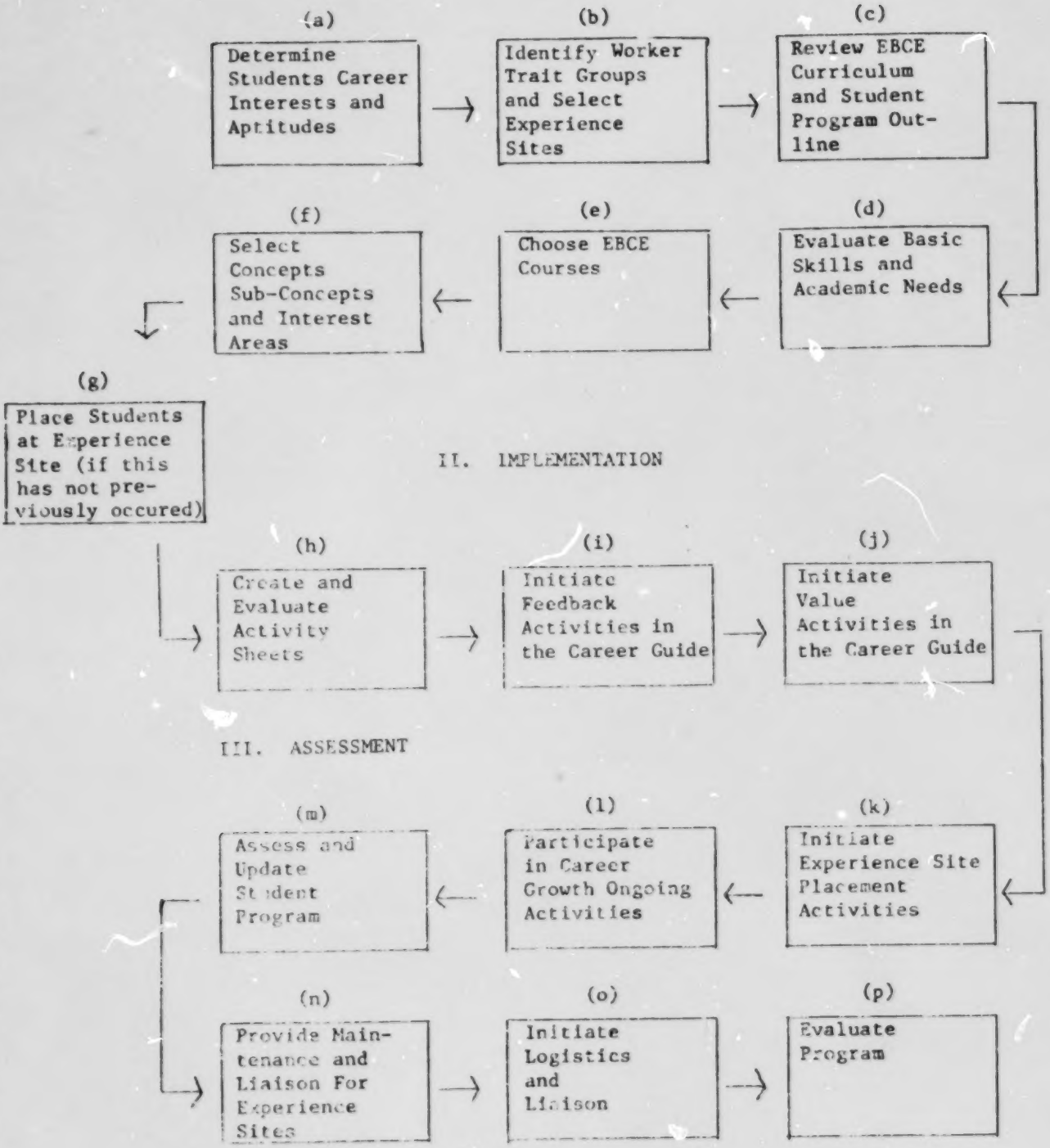


Figure 1

EBCE-MD PROGRAM PROCESS FLOW CHART

The Implementation and certain aspects of the Assessment Stage will be the focus of the Student Career Guide.

SECTION II

FEEDBACK ACTIVITIES

FEEDBACK ACTIVITIES RECORD

Feedback Activities	Date Completed	Job Title
Feedback Activity to the "Chart for Relating School Subjects and Occupations through Worker Trait Groups"	1.	
	2.	
	3.	
	4.	
	5.	
Feedback Activity to "Work Activity Checklist"	1.	
	2.	
	3.	
	4.	
	5.	
Feedback Activity to "Work Situations Checklist"	1.	
	2.	
	3.	
	4.	
	5.	
Feedback Activity to "Aptitudes Self-Assessment Exercise"	1.	
	2.	
	3.	
	4.	
	5.	

Feedback Activity I

FEEDBACK FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS

(Use Areas and Subject Chart, next three pages, for Exercises 1 and 2)

Exercise 1:

Code: ✓ Check subjects you are good at or have an interest in (left side of chart)

Exercise 2:

Write job title(s) in right-hand column.

Code:
- 1 Subject not needed for site placement
- 2 Subject needed sometimes for placement
- 3 Subject always needed for placement

AREA AND SUBJECTS CHART

	Job Title 1	2	3	4	5
Arts & Crafts					
____ Art (Drawing, Painting, etc.)					
____ Ceramics					
____ Instrumental Music					
____ Vocal Music					
____ Industrial Arts					
Agriculture					
____ Agricultural Production					
____ Agri-Business (Agric. Supplies & Services)					
____ Ornamental Horticulture					
____ Agricultural Mechanics					

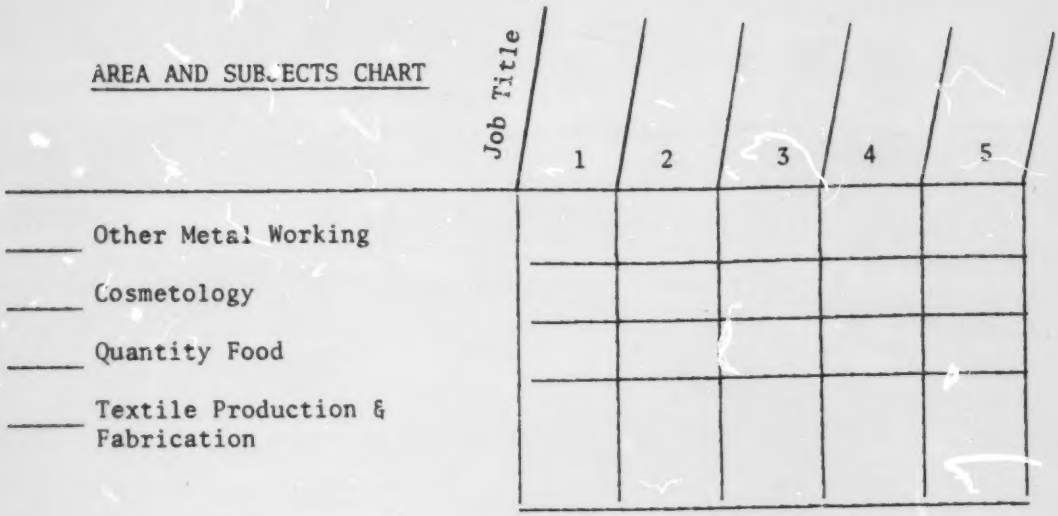
AREA AND SUBJECTS CHART

	Job Title 1	2	3	4	5
Distributive Education					
____ General Merchandise					
____ Food Services					
____ Personal Services					
Health					
____ Dental-Medical Assistant					
____ Nursing Assistant/Nurse's Aide					
____ Ambulance Driver					
____ Hospital Supply Technician					
Home Economics					
____ Child Development, Child Care					
____ Foods & Nutrition					
____ Clothing, Textiles, Home Furnishings					
____ Institution & Home Management Services					
Business & Office					
____ Business Data Processing					
____ General Clerical, Filing, Office Machines					
____ Secretarial, Typing & Related					
Language Arts					
____ Composition, Creative Writing, Journalism					
____ Speech, Debate, Drama					
____ Literature					

AREA AND SUBJECTS CHART

	Job Title 1	2	3	4	5
Mathematics					
____ General Mathematics					
Science					
____ Biology					
____ Botany, Horticulture					
____ Earth Sciences					
Social Sciences					
____ History					
____ Government, Civics					
____ Economics					
____ Sociology					
Health & Physical Education					
____ Health Education					
____ Physical Education					
____ Sports, Recreation					
Trade & Industrial					
____ Auto Mechanics					
____ Auto Body & Fender Repair					
____ Appliance Repair					
____ Carpentry, Woodworking					
____ Commercial Art					
____ Drafting					
____ Electrical, Electronic					
____ Graphic Arts					
____ Machine Trades					

AREA AND SUBJECTS CHART



Feedback Activity II

FEEDBACK FOR WORK ACTIVITIES

(Use Work Activities Chart, next two pages, for Exercises 1 and 2)

Exercise 1:

Code: ✓ Check three work activities most preferred (left side of chart)

Exercise 2:

Write job title(s) in right-hand column.

Code:
- 1 — This activity was not present.
- 2 — This activity was sometimes present.
- 3 — This activity was always present.

Your Checks	WORK ACTIVITIES CHART	Job Title 1	2	3	4	5
	1. Activities Dealing with Things and Objects					
	2. Activities Which Involve Business Contact with People					

Your Checks	WORK ACTIVITIES CHART (Job Title)	1	2	3	4	5
	3. Activities of a Routine Definite Organized Nature					
	4. Activities Which Involve Direct Personal Contact, to Help People or Deal with Them for Other Purposes					
	5. Activities Which Bring Recognition or Appreciation by Others					
	6. Activities Concerned with People and the Sharing of Ideas					

Your Checks	WORK ACTIVITIES CHART	Job Title 1	2	3	4	5
	7. Activities of a Scientific and Technical Nature					
	8. Activities of an Unusual Indefinite Nature Which Require Creative Imagination					
	9. Activities Which Are Not Social and Involve the Use of Machines, Processes, or Methods					
	10. Activities Which Bring Personal Enjoyment From Working or Producing Things					

Feedback Activity III

FEEDBACK TO WORK SITUATIONS

(Use Work Situations Chart, next three pages, for Exercises 1 and 2.)

Exercise 1:

Code: ✓ Check four work situations most preferred (left side of chart)

Exercise 2:

Write job title(s) in right-hand column.

Code:
- 1 This situation was not present.
- 2 This situation was sometimes present.
- 3 This situation was always present.

Your Checks	WORK SITUATIONS CHART	Job Title 1	2	3	4	5
	A. Performing a Number of Tasks Which May Change Often					
	B. Repeating Tasks of Short Duration According to a Required Procedure					

Your Checks	WORK SITUATIONS CHART	Job Title 1	2	3	4	5
	C. Following Orders, Leaving Little or No Room for Personal Judgment in Working Out Job Problem					
	D. Directing, Controlling, and Planning an Activity or the Activity of Others.					
	E. Dealing with People in Actual Job Duties Beyond Giving and Receiving Directions					
	F. Working Alone and Away From Other Workers, Although the Work May Be Related to Work Other People Are Doing					

Your Checks	WORK SITUATIONS CHART	Job Title 1	2	3	4	5
	G. Changing People's Opinions Attitudes, or Judgments About Ideas or Things					
	H. Working Well Under Pressure When Faced with Hard Problems or When Taking Risks					
	I. Rating Information by Using Personal Judgment					
	J. Rating Information Using Standards that Can Be Checked					

Your Checks	WORK SITUATIONS CHART	Job Title 1	2	3	4	5
	K. Interpreting Feelings, Ideas or Facts From a Personal Point of View					
	L. Working Within Precise Limits or Standards of Accuracy					

Feedback Activity IV

FEEDBACK TO APTITUDES ASSESSMENT

(Use Aptitudes Assessment Chart, next page, for Exercises 1 and 2)

Exercise 1:

Code: 1-5 Write number received for each aptitude in "Your Ratings" column

Exercise 2: Write job titles in right-hand column.

✓ Check five to six aptitudes necessary for each job placement.

Your Ratings	APTITUDES	Job Title 1	2	3	4	5
	G - General Learning Ability: Ability to understand instructions and underlying principles, to reason and to make judgments. Closely related to doing well in school.					
	V - Verbal: Ability to understand meanings of words and ideas, and to use them effectively, to present information or ideas clearly.					
	N - Numerical: Ability to perform arithmetic operations quickly and accurately.					
	S - Spatial: Ability to look at flat drawings or pictures and to visualize (picture in one's mind) how they would look as three dimensional objects with height, weight and depth.					

Your Ratings	APTITUDES / Job Title	1	2	3	4	5
	P - Form Perception: Ability to see detail in objects on drawings and to see slight differences in shape or shadings.					
	Q - Clerical Perception: Ability to see details and recognize errors in numbers, spelling, and punctuation in written materials, charts, or tables, and to avoid copying errors when working arithmetic problems.					
	K - Motor Coordination: Ability to coordinate the eyes and hands or fingers rapidly and accurately to perform a task.					
	F - Finger Dexterity: Ability to move the fingers and work with small objects rapidly and accurately.					
	M - Manual Dexterity: Ability to move the hands easily and skillfully to work with hands in placing and turning motions.					
	E - Eye-Hand-Foot Coordination: Ability to coordinate the movement of the hands and feet in response to visual signals or observations.					
	C - Color Discrimination: Ability to recognize likenesses or differences in colors or shades, to identify or match specific colors, and to select color combinations which go well together.					

SECTION III

VALUES AND WORLD OF WORK

VALUES

SUMMARY CHART

Exercise 1

How important are the following job characteristics to me? VALUE	TOTAL RATINGS
1. Economic Rewards	
2. Job Security	
3. Physical Surroundings	
4. Working With People	
5. Emotional Climate	
6. Leadership	
7. Individual Responsibility	
8. Recognition	
9. Variety	
10. Advancement	
11. Achievement	
12. Creativity	
13. Justice	
14. Honesty	
15. Beauty	
16. Living a Full Life	

Value 1. Economic Rewards

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Offers steady earnings with regular raises	
B. Allows you to earn a bonus in addition to basic salary	
C. Offers retirement plan	
D. Provides paid insurance (medical, dental)	
E. Offers paid sick leave and paid vacation	
TOTAL	

Value 1. Economic Rewards

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Offers steady earnings with regular raises					
B. Allows you to earn a bonus in addition to basic salary					
C. Offers retirement plan					
D. Provides paid insurance (medical, dental)					
E. Offers paid sick leave and paid vacation					

Value 2. Job Security

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Is relatively free from layoffs and/or strikes	
B. Promises fair treatment and planned promotions	
C. Allows you to become a part of a community	
D. Would seldom require you to move	
E. Assures you a job through most economic ups and downs	
TOTAL	

Value 2. Job Security

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Is relatively free from layoffs and strikes					
B. Promises fair treatment and planned promotions					
C. Allows you to become a part of a community					
D. Would seldom require you to move					
E. Assures you a job through most economic ups and downs					

Value 3. Physical Surroundings

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Is located in quiet surroundings	
B. Is located in well decorated surroundings (carpeted floors, etc.)	
C. Is located in temperature controlled surroundings (heated, air conditioned)	
D. Has a place for lunch service or food storage	
E. Has adequate toilets and other such facilities	
TOTAL	

Value 3. Physical Surroundings

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Is located in quiet surroundings					
B. Is located in well-decorated surroundings (carpeted floors, etc.)					
C. Is located in temperature controlled surroundings (heated, air conditioned)					
D. Has a place for lunch service or food storage					
E. Has adequate toilets and other such facilities					

Value 4. Working with People

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Involves entertaining others	
B. Involves persuading others (selling, preaching, etc.)	
C. Involves helping others	
D. Involves working as a member of a team	
E. Involves job-related socializing (with co-workers or clients)	

Value 4. Working with People

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Involves entertaining others					
B. Involves persuading others (selling, preaching, etc.)					
C. Involves helping others					
D. Involves working as a member of a team					
E. Involves job-related socializing (with co-workers or clients)					

Value 5. Emotional Climate

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Is performed with little pressure or few hassles	
B. Does not involve deadlines or producing a certain number of items	
C. Has a considerate supervisor	
D. The job is well defined. (You know what you are supposed to do.)	
E. The people are friendly.	
TOTAL	

Value 5. Emotional Climate

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Is performed with little pressure or few hassles					
B. Does not involve deadlines or producing a certain number of items					
C. Has a considerate supervisor					
D. The job is well defined (you know what you are supposed to do)					
E. The people are friendly					

Value 6. Leadership

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Requires you to supervise the activities of others	
B. Requires you to teach or train others	
C. Requires you to hire and fire others	
D. Requires you to make decisions that affect many people	
E. Requires you to direct activities important to the success of the business	
TOTAL	

Value 6. Leadership

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Requires you to supervise the activities of others					
B. Requires you to teach or train others					
C. Requires you to hire and fire others					
D. Requires you to make decisions that affect many people					
E. Requires you to direct activities important to the success of the business					

Value 7. Individual Responsibility

How important are the following job characteristics to me?

Exercise 1.

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Requires you to set and meet deadlines for your own work	
B. Makes you responsible for certain duties	
C. Requires you to answer for your mistakes	
D. Lets you come and go as you please as long as you finish your work	
E. Requires you to maintain a good reputation among your customers	
TOTAL	

Value 7. Individual Responsibility

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Requires you to set and meet deadlines for your own work					
B. Makes you responsible for certain duties					
C.. Requires you to answer for your mistakes					
D. Lets you come and go as you please as long as you finish your work					
E. Requires you to maintain a good reputation among your customers					

Value 8. Recognition

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Allows you to label your products or claim authorship for your work	
B. Allows you to receive special awards for work well done	
C. Is considered to be a "very important job" by most people	
D. Gives you important friends and a high position in the community	
E. Would impress your parents or friends	
TOTAL	

Value 8. Recognition

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Allows you to label your product or claim authorship for your work					
B. Allows you to receive special awards for work well done					
C. Is considered to be a "very important job" by most people					
D. Gives you important friends and a high position in the community					
E. Would impress your parents or friends					

Value 9. Variety

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Involves reporting to different supervisors	
B. Involves doing different types of tasks	
C. Involves out-of-town travel for business reasons	
D. Involves working in different places during the course of a day	
E. Involves working with many different people from day to day	
TOTAL	

Value 9. Variety

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Involves reporting to different supervisors					
B. Involves doing different types of tasks					
C. Involves out-of-town travel for business reasons					
D. Involves working in different places during the course of a day					
E. Involves working with many different people from day to day					

Value 10. Advancement

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Fills "higher" positions with employee from inside the company	
B. Lets you know what you have to do to be promoted	
C. Enables you to take further training or to develop new skills	
D. Gives you a title such as Vice-President	
E. Guarantees promotions to higher level jobs if you do your work well	
TOTAL	

Value 10. Advancement

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Fills "higher" positions with employees from inside the company					
B. Lets you know what you have to do to be promoted					
C. Enables you to take further training or to develop new skills					
D. Gives you a title such as Vice-President					
E. Guarantees promotions to higher level jobs if you do your work well					

Value 11. Achievement

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Gives you the feeling of a job well done	
B. Allows you to see your accomplishments and the outcome of your labors	
C. Allows you to produce a complete product--from planning to production	
D. Lets you meet your own goals	
E. Allows you to accomplish things that not everyone can do	
TOTAL	

Value 11. Achievement

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Gives you the feeling of a job well done					
B. Allows you to see your accomplishments and the outcome of your labors					
C. Allows you to produce a complete product--from planning to production					
D. Lets you meet your own goals					
E. Allows you to accomplish things that not everyone can do					

Value 12. Creativity

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Allows you to invent or make new products	
B. Allows you to use your imagination often	
C. Allows you to think up new ways of doing things	
D. Requires you to solve difficult problems	
E. Lets you express yourself and show originality	
TOTAL	

Value 12. Creativity

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Allows you to invent or make new products					
B. Allows you to use your imagination often					
C. Allows you to think up new ways of doing things					
D. Requires you to solve difficult problems					
E. Lets you express yourself and show originality					

Value 13. Justice

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Treats employees fairly and equally - rewards or punishes on the basis of work done, not on employee's personality	
B. Offers a complaint system that is fair and carries no punishment	
C. Offers protection for the rights of workers through unions or company policy	
D. Assures no discrimination on the basis of age, race, or sex	
E. Involves your helping others receive fair treatment	
TOTAL	

Value 13. Justice

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Treats employees fairly and equally--rewards or punishes on the basis of work done, not on employee's personality					
B. Offers a complaint system that is fair and carries no punishment					
C. Offers protection for the rights of workers through unions or company policies					
D. Assures no discrimination on the basis of age, race, or sex					
E. Involves your helping others receive fair treatment					

Value 14. Honesty

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Makes working fairly and honestly with the public important	
B. Places importance on the company being truthful with employees	
C. Places importance on employee truthfulness	
D. Has a built in "code of ethics" (certain behaviors expected)	
E. Requires the employee's trustworthiness to be tested by a security check	
TOTAL	

Value 14. Honesty

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Makes working fairly and honestly with the public important					
B. Places importance on the company being truthful with employees					
C. Places importance on employee truthfulness					
D. Has a built in "code of ethics" (certain behaviors expected)					
E. Requires the employee's trustworthiness to be tested by a security check					

Value 15. Beauty

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Requires an appreciation for order and design	
B. Makes it possible for you to make, do or write artistic things	
C. The atmosphere of the workplace is pleasing (attractive)	
D. Involves making things that improve the appearance of the environment	
E. Requires you to work with people who are artistic	
TOTAL	

Value 15. Beauty

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Requires an appreciation for order and design					
B. Makes it possible for the employee to make, do or write artistic things					
C. The atmosphere of the work place is pleasing (attractive)					
D. Involves making things that improve the appearance of the environment					
E. Requires you to work with people who are artistic					

Value 16. Living a Full Life

How important are the following job characteristics to me?

Exercise 1:

Code: 1 - Not important

2 - Somewhat important

3 - Very important

JOB CHARACTERISTICS	RATINGS
A. Allows you to develop talents through your work	
B. Encourages you to pursue hobbies and outside interests	
C. Allows you to live your personal beliefs on the job	
D. Allows you free time for family and recreation	
E. Lets you work with people who make your life better	
TOTAL	

Value 16. Living a Full Life

Does this value exist at site placement(s)?

Write Job Titles in numbered spaces.

Exercise 2:

Code: 1 - Never exists

2 - Sometimes exists

3 - Always exists

	Job Title 1	2	3	4	5
A. Allows you to develop talents through your work					
B. Encourages you to pursue hobbies and outside interests					
C. Allows you to live your personal beliefs on the job					
D. Allows you free time for family and recreation					
E. Lets you work with people who make your life better					

SECTION IV

EXPERIENCE SITE PLACEMENT ACTIVITIES

SITE PLACEMENT ACTIVITY LOG

Activities	Sites/Job Titles 1	2	3	4	5
I. Type of Business					
II. Do I Prefer Ideas, People, or Things?					
III. Physical Conditions at the Workplace					
IV. Do I Feel Comfortable With the People?					
V. Finding Work					
VI. Adapting to Work Situations					
VII. Physical Demands					
VIII. Training and Education					
IX. What Future Does This Field Have?					
X. Work Benefits					
XI. Finding Out About Labor Unions					
XII. Exploring Ideas About Sex Roles					

Activity I

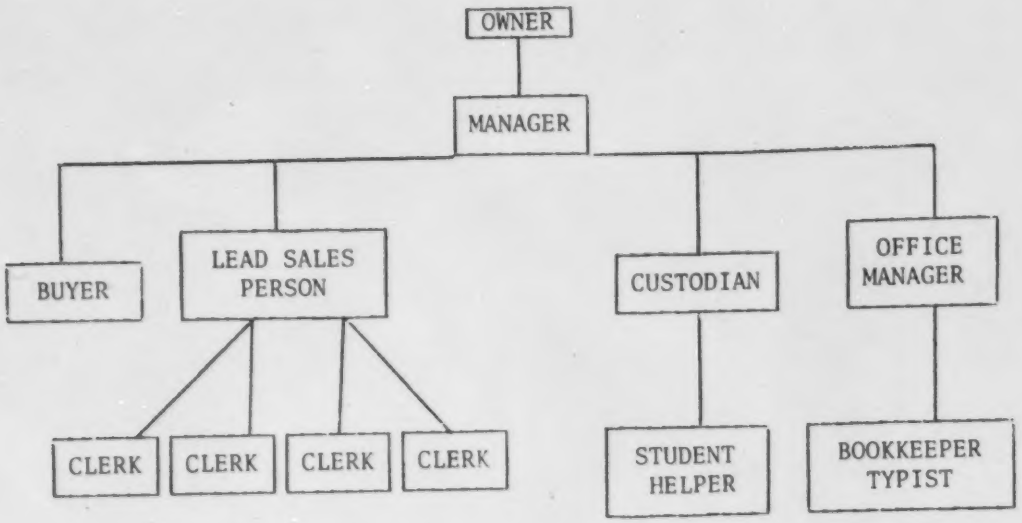
TYPE OF BUSINESS

Exercise 1: Write Site/Job Titles in numbered spaces

Code: ✓ Purpose of Business

Purpose	Site/Job Title 1	2	3	4	5
Goods					
Manufacture of goods					
Distribution of goods					
Marketing of goods					
Development of products					
Services					
Education					
Entertainment					
Counseling/Religious					
Information					
Investment/Money Management					
Legal					
Protection					
Medical					
Personal Grooming					
Note:					
Public/Government Agency					
Private Business					

Exercise 2: Part A - Organization Chart: A Small Business



Exercise 2: Part B -- Draw an organization chart for one site placement.

Activity II

DO I PREFER IDEAS, PEOPLE OR THINGS?

Exercise 1: Write site/job titles in numbered spaces

Part 1:

Code: YES = I would like it.
NO = I would not like it.

Part 2:

Code: ✓ if task is part of Resource Person's job

	Part 1	Part 2				
Idea Tasks		1	2	3	4	5
1. Work creatively with ideas or numbers						
2. View ideas according to set standards						
3. Gather information						
4. Record or compute information						
5. Copy information from one record to another						
6. Arrange or file information						
People Tasks						
1. Confer with people or help problem solve						
2. Teach others						
3. Supervise others						
4. Entertain others						
5. Persuade or sell to others						
6. Provide a service to others under direct orders						
Things Tasks						
1. Repair or install machines						
2. Drive or operate machines						
3. Tend to machine or watch it closely						
4. Feed materials into or remove materials from machine						
5. Work with small instruments or tools						
6. Cut, shape, or assemble materials or objects						

Exercise 2:

1. I prefer to work with ideas, people, or things. _____

2. Did the Resource Person's tasks at my job sites usually match my preferences?

   YES _____ NO _____

3. Which job site was the best match for my preferences?

   _____

4. Which job site was the worst match for my preferences?

   _____

Activity III

PHYSICAL CONDITIONS AT THE WORKPLACE

Exercise 1: Write site/job titles in numbered spaces.

Part A: Inside, Outside, or Both?

Code: ✓ appropriate box.

Part B: Acceptable conditions?

Code: YES or NO

	Part A			Part B
Site/Job Title	Inside	Outside	Both	Acceptable Conditions
Telephone Company Cable Splicer		✓		Yes
1.				
2.				
3.				
4.				
5.				

Exercise 2: Write site/job titles in numbered spaces.

Part A: Hot, Cold, Extreme Changes, or Moderate?

Code: ✓ appropriate box.

Part B: Acceptable conditions?

Code: YES or NO

Site/Job Title	Part A				Part B
	Hot	Cold	Extreme Changes	Moderate	Acceptable Condition
1.					
2.					
3.					
4.					
5.					

Exercise 3: Write site/job titles in numbered spaces.

Part A: Noisy, Quiet, or Some Noise?

Code: ✓ appropriate box.

Part B: Acceptable condition?

Code: YES or NO

Site/Job Title	Part A			Part B
	Noisy	Quiet	Some Noise	Acceptable Condition
1.				
2.				
3.				
4.				
5.				

Exercise 4: Write site/job titles in numbered spaces.

Part A: Work Situation: Dangerous or Safe?

Code: ✓ appropriate box.

Part B: Acceptable condition?

Code: YES or NO

Site/Job Title	Part A		Part B
	Dangerous	Safe	Acceptable Condition
1.			
2.			
3.			
4.			
5.			

Exercise 5: Write site/job titles in numbered spaces.

Part A: Air: Damp, Dust or Fumes, or Normal?

Code: ✓ appropriate box.

Part B: Acceptable condition?

Code: YES or NO

Site/Job Title	Part A			Part B
	Damp	Dust or Fumes	Normal	Acceptable Condition
1.				
2.				
3.				
4.				
5.				

Activity IV

DO I FEEL COMFORTABLE WITH PEOPLE?

Exercise 1: Write Site/Job Titles in numbered spaces.

Code: YES This is true for this site.

NO This is not true for this site.

? I don't know or can't decide.

	Site/Job Title 1	2	3	4	5
1. Most of the employees seem to get along well with each other.					
2. Most employees are interested in their work and not just doing a job.					
3. Most of the employees like working at this particular site.					
4. The employees seldom complain about their jobs.					
5. Most employees help each other when a co-worker falls behind.					
6. Most employees seem willing to work overtime.					
7. Most of the employees do not seem to be under a lot of work pressure.					
8. The supervisors seem friendly and helpful.					
9. Most employees keep busy and do not waste a lot of time.					
10. The company allows the worker to do his job without constant watching.					
I could work in a situation like this.					

Activity V

FINDING WORK

Exercise 1: Job Requirements

Write Site/Job Titles in numbered spaces

Code: ✓ Is required for this placement

The Job Requires / Site/Job Title	1	2	3	4	5
1. A resumé					
2. A written application					
3. A physical check up					
4. A security clearance					
5. An interview					
6. Letters of reference					
7. A high school/college transcript					
8. Other special requirements					
9. Taking a test					
10. A license					
11. Bonding					
12. Other Requirements: List					
1.					
2.					

Exercise 2: Finding Out about Job Openings

Write Site/Job Titles in numbered spaces

Code: ✓ I could learn of this job opening.

Ways of Finding Out About a Job	Site/Job Title 1	2	3	4	5
1. From my high school placement office					
2. From a newspaper					
3. From a friend in the company					
4. From the state employment office					
5. From an employment agency					
6. From a magazine or journal ad					
7. From a Personnel Office memo or visit to a Personnel Office					
8. Other information sources List:					

Activity VI

ADAPTING TO WORK SITUATIONS

Exercise 1:

Write site/job titles in numbered spaces

Part 1: What work requirements do I prefer?

Code: T - Prefer to be told what to do

S - Prefer to be told, sometimes what to do

N - Prefer not to be told what to do

Part 2: What are the site placement requirements?

Code: T - Told what to do

S - Sometimes told, sometimes not

N - Not told what to do

Work Requirements	Part 1: My Preferences	Part 2: Site/Job Title 1	2	3	4	5
Punctuality or Time						
1. Starting time for work						
2. When to eat lunch						
3. Quitting time						
4. When to take breaks						
5. How long to take lunch						
6. When to take vacation time						
Dress 7. Type of clothing to be worn (Uniforms, etc.)						
8. Way of wearing hair						
9. Wearing beard, mustache, sideburns						
10. Wearing of 'mod' style clothing						

Activity VII

PHYSICAL DEMANDS

Exercise 1:

A. Strength

Write Site/Job Titles in numbered spaces.

Code: L - Light work-handling up to 20 pounds

M - Medium work-handling up to 50 pounds

H - Heavy work-handling up to and over 100 pounds

Factors	Site/Job Title 1	2	3	4	5
Lifting					
Carrying					
Pushing					
Pulling					

B. Agility and Coordination

Write Site/Job Titles in numbered spaces.

Code: M - Most of the time

S - Sometimes

N - Never

Factors	Site/Job Title 1	2	3	4	5
Climbing					
Balancing					
Stooping					
Kneeling					
Crouching					
Crawling					

C. Manipulation and Dexterity

Write Site/Job Titles in numbered spaces.

Code: I - Important

N - Not important

Factors	Site/Job Title 1	2	3	4	5
Climbing					
Balancing					
Stooping					
Kneeling					
Crouching					
Crawling					

D. Use of the Senses

Write Site/Job Titles in numbered spaces.

Code: A - Always important

S - Sometimes important

N - Never important

Factors	Site/Job Title 1	2	3	4	5
Talking					
Hearing					
Seeing					
Smelling					
Tasting					
Feeling					

Exercise 2:

Job/site titles for which I am physically qualified.

_____

_____

_____

Job/site titles for which I might be physically qualified.

_____

_____

_____

Job/site titles for which I am not physically qualified.

_____

_____

_____

Activity VIII

TRAINING AND EDUCATION

Experience Site 1: _____

Name of Resource Person: _____

General Education Needed

1. Education needed to perform resource person's job: (for example, high school diploma, associate degree, bachelor's degree)

   _____

2. Five school courses needed for this job:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____

3. Nearest school or college where courses can be taken:

   _____

Special Training Needed

1. Special training needed for resource person's job: (for example beauty school, business training)

   _____

2. Three places to get this training:

   1. _____ 2. _____ 3. _____

3. Apprentice or on-the-job training available at this site:

   _____

Experience Site 2: _____

Name of Resource Person: _____

General Education Needed

1. Education needed to perform resource person's job:
   (for example, high school diploma, associate degree,
   bachelor's degree)

   _____

2. Five school courses needed for this job:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____

3. Nearest school or college where courses can be taken:

   _____

Special Training Needed

1. Special training needed for resource person's job:
   (for example beauty school, business training)

   _____

2. Three places to get this training:

   1. _____ 2. _____ 3. _____

3. Apprentice or on-the-job training available at this site:

   _____

Experience Site 3: _____

Name of Resource Person: _____

General Education Needed

1. Education needed to perform resource person's job:
   (for example, high school diploma, associate degree,
   bachelor's degree)

   _____

2. Five school courses needed for this job:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____

3. Nearest school or college where course can be taken:

   _____

Special Training Needed

1. Special training needed for resource person's job:
   (for example beauty school, business training)

   _____

2. Three places to get this training:

   1. _____ 2. _____ 3. _____

3. Apprentice or on-the-job training available at this site:

   _____

Experience Site 4: _____

Name of Resource Person _____

General Education Needed

1. Education needed to perform resource person's job:
   (for example, high school diploma, associate degree,
   bachelor's degree)

   _____

2. Five school courses needed for this job:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____

3. Nearest school or college where course can be taken:

   _____

Special Training Needed

1. Special training needed for resource person's job:
   (for example beauty school, business training)

   _____

2. Three places to get this training:

   1. _____ 2. _____ 3. _____

3. Apprentice or on-the-job training available at this site:

   _____

Experience Site 5: _____

Name of Resource Person: _____

General Education Needed

1. Education needed to perform resource person's job:
(for example, high school diploma, associate degree, bachelor's degree)

_____

2. Five school courses needed for this job:

1. _____ 4. _____

2. _____ 5. _____

3. _____

3. Nearest school or college where courses can be taken:

_____

Special Training Needed

1. Special training needed for resource person's job:
(for example beauty school, business training)

_____

2. Three places to get this training:

1. _____ 2. _____ 3. _____

3. Apprentice or on-the-job training available at this site:

_____

Activity IX

WHAT FUTURE DOES THIS FIELD HAVE?

Job Site 1: _____

Resource Person: _____

Questions (Student asks Resource Person)

1. With your present skills, training, and education what other work could you do?

   1. _____ 2. _____

2. In the future might your job require more training?

   Yes No

3. In the future might your job be phased out?

   Yes No

4. If I train to work at your job, will I be training to work at other jobs at the same time?

   Yes No

   What other jobs:

   1. _____ 2. _____

Job Site 2: _____

Resource Person: _____

Questions (Student asks Resource Person)

1. With your present skills, training, and education what other work could you do?

   1. _____ 2. _____

2. In the future might your job require more training?

   Yes No

3. In the future might your job be phased out?

   Yes No

4. If I train to work at your job, will I be training to work at other jobs at the same time?

   Yes No

   What other jobs:

   1. _____ 2. _____

Job Site 3: _____

Resource Person: _____

Questions (Student asks Resource Person)

1. With your present skills, training, and education what other work could you do?

   1. _____ 2. _____

2. In the future might your job require more training?

   Yes No

3. In the future might your job be phased out?

   Yes No

4. If I train to work at your job, will I be training to work at other jobs at the same time?

   Yes No

   What other jobs:

   1. _____ 2. _____

Job Site 4: _____

Resource Person: _____

Questions (Student asks Resource Person)

1. With your present skills, training, and education what other work could you do?

   1. _____ 2. _____

2. In the future might your job require more training?

   Yes No

3. In the future might your job be phased out?

   Yes No

4. If I train to work at your job, will I be training to work at other jobs at the same time?

   Yes No

   What other jobs:

   1. _____ 2. _____

Job Site 5: _____

Resource Person: _____

Questions (Student asks Resource Person)

1. With your present skills, training, and education what other work could you do?

   1. _____ 2. _____

2. In the future might your job require more training?

   Yes No

3. In the future might your job be phased out?

   Yes No

4. If I train to work at your job, will I be training to work at other jobs at the same time?

   Yes No

   What other jobs:

   1. _____ 2. _____

Activity X

WORK BENEFITS

Examples of Work Benefits
A salary with an annual guaranteed "cost of living" raise
Automatic salary increases based on time spent with the company
Paid sick leave
Paid annual leave (vacation time)
Annual leave which increases over time spent with the company
Car furnished by the company
Paid life and health insurance
An expense account
A good pension and retirement plan
A chance to purchase stock in the company, through a withholding plan for employees

Exercise 1: Five work benefits important to me:

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 2: Five work benefits important to my Resource Person:

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 3: Five work benefits important to Parent.

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 4

Job Site 1: _____

Work benefits important to me:	Benefits present at Job Site?	
1. _____	Yes	No
2. _____	Yes	No
3. _____	Yes	No
4. _____	Yes	No
5. _____	Yes	No

Exercise 4

Job Site 2: _____

Work benefits important to me:	Benefits present at Job Site?	
1. _____	Yes	No
2. _____	Yes	No
3. _____	Yes	No
4. _____	Yes	No
5. _____	Yes	No

Exercise 4

Job Site 3: _____

Work benefits important to me:	Benefits present at Job Site?	
1. _____	Yes	No
2. _____	Yes	No
3. _____	Yes	No
4. _____	Yes	No
5. _____	Yes	No

Exercise 4

Job Site 4: _____

Work benefits important to me:	Benefits present at Job Site?	
1. _____	Yes	No
2. _____	Yes	No
3. _____	Yes	No
4. _____	Yes	No
5. _____	Yes	No

Exercise 4

Job Site 5: _____

Work benefits important to me:	Benefits present at Job Site?	
1. _____	Yes	No
2. _____	Yes	No
3. _____	Yes	No
4. _____	Yes	No
5. _____	Yes	No

Activity XI

FINDING OUT ABOUT LABOR UNIONS

Exercise 1: Labor Unions

Define Terms:

Terms associated with union personnel and career entry:

1. Apprentice Program: _____

_____

2. Business Agent: _____

_____

3. Foreman: _____

_____

4. Journeyman: _____

_____

5. President, Union Local: _____

_____

6. Shop Steward: _____

_____

Exercise 1:

Define Terms:

Terms associated with legal issues and labor unions:

1. Arbitration: _____

_____

2. Fair Employment Practices: _____

_____

3. Labor Management Relations Act (1947): _____

_____

4. Minimum Wage: _____

_____

5. National Labor Relations Board: _____

_____

6. Right to Work Laws: _____

_____

Exercise 1:

Define Terms:

Terms associated with businesses when dealing with labor:

1. Black List: _____

_____

2. Lock Out: _____

_____

3. Open Shop: _____

_____

4. Yellow Dog Contract: _____

_____

Exercise 1:

Define Terms:

Terms associated with labor when dealing with business:

1. Boycott: _____

_____

2. Closed Shop: _____

_____

3. Picket Line: _____

_____

4. Strike: _____

_____

5. Sympathy Strike: _____

_____

6. Union Label: _____

_____

7. Union Shop: _____

_____

8. Wildcat Strike: _____

_____

9. Work Slow Down: _____

_____

Exercise 1:

Define Terms:

Types of unions:

1. Industrial Union: _____

_____

2. Trade or Craft Union: _____

_____

3. Independent Union: _____

_____

4. Company Union: _____

_____

Exercise 2: Right to Strike

Code: R - Right to strike
U - Unsure about right to strike
N - No right to strike

1. School teachers	
2. Policemen	
3. Factory Workers	
4. Coal miners	
5. Automobile mechanics	
6. Doctors	
7. Soldiers	
8. Garbage collectors	
9. Professional athletes	
10. City bus drivers	

Activity XII

EXPLORING IDEAS ABOUT SEX ROLES

Exercise I:

Code: A - Agree
U - Unsure
D - Disagree

Mark as you think a woman would.

_____ 1. Being a parent is important for a woman's fulfillment.

_____ 2. Having a career is necessary for a woman's happiness.

_____ 3. Being responsible is necessary for a woman to feel satisfied.

_____ 4. Being aggressive is acceptable.

_____ 5. Being submissive is alright.

_____ 6. Being logical is necessary for a woman.

_____ 7. Being emotional is acceptable.

_____ 8. Being ambitious and competitive is important in business.

_____ 9. Being independent is important to a woman.

_____10. Being adventurous at times is necessary for a woman.

Mark as you think a man would.

_____ 1. Being responsible is necessary for a man to feel satisfied.

_____ 2. Being a parent is important for a man's fulfillment.

_____ 3. Being submissive is alright.

_____ 4. Being aggressive is acceptable.

_____ 5. Being logical is necessary for a man.

_____ 6. Being emotional is acceptable.

_____ 7. Being ambitious and competitive is important in business.

_____ 8. Being independent is important to a man.

_____ 9. Being adventurous at times is necessary for a man.

_____10. Having a career is necessary for a man's happiness.

Exercise 2:

Code: M - Man (a man's job)
W - Woman (a woman's job)
MW - Man or Woman (a man or woman's job)

_____ nurse
_____ sales clerk
_____ nursery school teacher
_____ mechanic
_____ surgeon
_____ principal
_____ lawyer
_____ accountant
_____ receptionist
_____ machinist
_____ dress designer
_____ navigator
_____ telephone operator
_____ judge
_____ housecleaner
_____ minister
_____ secretary
_____ mathematician
_____ babysitter
_____ scientist

Exercise 3:

Situation 1

Jack's mother is a realtor. She works out of an office in the family home. Sue, a secretary, works for Jack's mother. Sue types, files and does bookwork. Jack likes to type. Sue taught him. He spent many hours practicing. He is very good at it. He has his own file cabinet. He has many animal pictures which he keeps in the cabinet. They are in folders in alphabetical order. He is very proud of his neatly ordered collection of pictures.

Jack is thinking about going to business school after high school. He could learn to be a secretary. His father says men can't be secretaries. Some of his friends tease him about it. Jack knows he would like the work. He thinks he would be a good secretary.

Should he worry about other peoples feelings? What should he do?

Situation 2

Sue lives on a farm. There are many large machines on the farm. Sue's dad is very good at fixing machines. Sue spends a lot of time with her dad. She has learned a lot about fixing tractors, corn pickers and other machines. She can repair cars and trucks also. Her favorite class in high school is auto mechanics. Her favorite EBCE Placement was at a garage. Here she tuned cars. She replaced worn parts. Sue is very good at mechanical activities.

Sue would like to work as a mechanic after high school. Her father wants her to get married and raise a family. Her mother wants her to be a nurse. Her friends call her a tomboy.

She would like to get married and become a mechanic. Could she do both?

Exercise 4:

Code: Write number of men or women shown in each of these TV programs.

	How Many	How Many
1. Variety Show Emcee	____ Men	____ Women
2. Quiz Show Emcee	____ Men	____ Women
3. Lead in situation comedy	____ Men	____ Women
4. Lead in detective or police show	____ Men	____ Women
5. Weatherperson	____ Men	____ Women
6. Sportscaster (local)	____ Men	____ Women
7. Character in show portraying teacher	____ Men	____ Women
8. Character in show portraying secretary	____ Men	____ Women
9. Character in show portraying business executive	____ Men	____ Women
10. Character in show portraying lawyer	____ Men	____ Women
11. Person in commercial selling dishwashing soap	____ Men	____ Women
12. Person in commercial selling pick-ups	____ Men	____ Women
13. Person in commercial selling disposable diapers	____ Men	____ Women
14. Person in commercial selling cars	____ Men	____ Women
15. Person in commercial doing house cleaning	____ Men	____ Women

Additional Exercises Exploring Sex Roles

1. Talk to a person in a Non-traditional role.
   Examples: Woman mechanic, Male nurse, etc.

   Ask them:
   - Why did you choose this work?

   - Are there special problems because you are a woman/man?

   - Would you recommend other men/women choose this work?

2. Go to a children's library. Find 3 books with sex role stereotypes. Find 3 books that are not sex stereotyped.

3. Write or discuss your idea of the ideal man and ideal woman. What influenced your ideas?

4. If you were married and both you and your husband/wife worked, how would you divide household chores?

5. Look around your town. What jobs do men and women have? Make a list for men and a list for women.

SECTION V

CAREER GROWTH - ONGOING ACTIVITIES

ONGOING SUMMARIES

Experience Site 1: Job - _____

1. Did you like this job/career? Yes/No
2. Did any of the activities completed in this Guide, influence your feelings about this job? Yes/No

Based on the work at this job site,

3. Have you made any career decisions? Yes/No
4. Have you had any change in attitude? Yes/No
5. Have you changed your own views of yourself? Yes/No
6. I will explore this job/career further. Yes/No

Experience Site 2: Job - _____

1. Did you like this job/career? Yes/No
2. Did any of the activities completed in this Guide, influence your feelings about this job? Yes/No

Based on the work at this job site,

3. Have you made any career decisions? Yes/No
4. Have you had any change in attitude? Yes/No
5. Have you changed your own views of yourself? Yes/No
6. I will explore the job/career further. Yes/No

Experience Site 3: Job - _____

1. Did you like this job/career? Yes/No

2. Did any of the activities completed in this Guide, influence your feelings about this job? Yes/No

Based on the work at this job site,

3. Have you made any career decisions? Yes/No

4. Have you had any change in attitude? Yes/No

5. Have yo.. changed your own views of yourself? Yes/No

6. I will explore this job/career further. Yes/No

Experience site 4: Job - _____

1. Did you like this job/career? Yes/No

2. Did any of the activities completed in this Guide, influence your feelings about this job? Yes/No

Based on the work at this job site,

3. Have you made any career decisions? Yes/No

4. Have you had any change in attitude? Yes/No

5. Have you changed your own views of yourself? Yes/No

6. I will explore this job/career further. Yes/No

Experience Site 5: Job -_____

1. Did you like this job/career? Yes/No

2. Did any of the activities completed in this Guide, influence your feelings about this job? Yes/No

Based on the work at this job site,

3. Have you made any career decisions? Yes/No

4. Have you had any change in attitude? Yes/No

5. Have you changed your own views of yourself? Yes/No

6. I will explore this job/career further. Yes/No

END-OF-YEAR ASSESSMENT

Experience Site 1: Job - _____

1. I am interested in this job. Yes/No
2. I have the abilities to do this job. Yes/No

Experience Site 2: Job - _____

1. I am interested in this job. Yes/No
2. I have the abilities to do this job. Yes/No

Experience Site 3: Job - _____

1. I am interested in this job. Yes/No
2. I have the abilities to do this job. Yes/No

Experience Site 4: Job - _____

1. I am interested in this job. Yes/No
2. I have the abilities to do this job. Yes/No

Experience Site 5: Job - _____

1. I am interested in this job. Yes/No
2. I have the abilities to do this job. Yes/No